

# Georgia's Pre-K Program 2011-2012 FAQ for IQ Guide for Assessment Work Sampling Online

This document includes information to support programs as they implement Georgia's Pre-K Child Assessment. Use of a common language and definitions ensures that teachers understand the intent and use of all artifacts.

## Requirements

### What are the Work Sampling Online (WSO) System requirements?

1. It is highly recommended each teacher have a computer with internet access in their actual classroom, versus one that is shared with others. The system is delivered via the Internet and can be accessed from any Internet connection, as long as the minimum system requirements are met. (link to WSO system requirements sheet)
2. Each teacher needs a digital camera in their own classroom, versus one in the office that is shared among teachers.
3. Each teacher needs access to a printer linked to the classroom computer. The best scenario is that they each have a printer in their own classroom, but if not possible, they may share printers as long as it is easily accessible to them during the day.

### What other materials are required?

- Using Work Sampling Guidelines and Checklists (book)
- Preschool-4 Developmental Guidelines (book)
- Omnibus Guidelines (book)
- Georgia Pre-K Content Standards and Work Sampling System Correlations (available at [www.dec.state.ga.us](http://www.dec.state.ga.us))
- One hanging file **with** 8 folders **or** **dividers** for each child
- One hanging file for Teacher Information

### What are the required components to enter online?

1. All observational notes must be entered and classified online. There must be evidence that notes for some children are entered at least weekly. Please refer to the "Component" section for more information.
2. All photos with an accompanying brief description must be uploaded and classified online. Please refer to the "Component" section for more information.
3. Each child's developmental checklist must be completed/updated online at the times designated on the Assessment IQ Guide. All 55 indicators are to be rated with supporting WSO documentation by the end of Period 1 (Fall) and rated again with new documentation by the end of Period 2 (spring).
4. Each child's progress report must be completed online using the **narrative** summary report. Comments on the checklist must be supported by online documentation.

### **What other documentation is required?**

1. Work samples that reflect the individual growth and development of each child must be kept. They may either be filed in the children's portfolio or photographed/scanned and uploaded to WSO. Samples kept in portfolios must be dated and include the indicator(s) for which the sample is being used as documentation. Samples entered online must include a brief description. Please refer to the "Component" section for more information.
2. Matrices that record easily observable and predictable skills or behaviors must be utilized. Paper copies of matrices can be kept in the teacher's file or they may be entered online. Please refer to the "Component" section for more information.

### **What reports am I required to save and when should they be saved?**

1. Save a copy of either the Class Ratings Report or the Class Profile at the designated times on your Assessment IQ Guide. A paper copy may be kept in your teacher's file or a copy can be saved on the desktop of your computer.
  2. At the end of Period 1 (fall) and Period 2 (spring), print each child's completed checklist.
  3. Print two copies of the completed Narrative Summary at the end of Period 1 and Period 2 – one for the parents and the other for your records.
- The completed checklist and the signed copy of the Narrative Summary can be filed either in the teacher's file or in each child's portfolio.

## **Components**

### **What are appropriate work samples for assessment documentation?**

Work samples should be used to document skills demonstrated by individual children such as writing samples, drawings, paintings and dictation. Most work samples can and should serve as documentation for multiple indicators. Samples can also be used to document skills children have yet to develop. You may include work samples from small group if the activities/skills are targeted for specific children's needs.

### **What are appropriate observational notes for assessment documentation?**

Observational notes are meant to be child specific and contain information that is unique to that child such as their exact words or behaviors. Notes should be detailed in order to adequately document as many indicators as possible. For example, if you are documenting that a child "uses expanded vocabulary and language for a variety of purposes" and "speaks clearly" you would need more than a statement that he shared an experience with the group; you would need to quote what the child said including the expanded vocabulary used.

Observational notes can also be used to document a skill or behavior a child has yet to develop. A note is not considered negative if it is factual – recording what you saw or heard (the facts) without judgment. An example of an appropriate factual note would be, "When asked to come to circle time, Emma stomped her foot and said, "No!" An example of an inappropriate or negative note would be "Emma refused to come to circle time" because it does not include a specific description of what the

child was observed doing or saying and it is judgmental.

**What are appropriate photos for assessment documentation?**

The purpose of an assessment photo is to document what a child can do rather than opportunities provided. The best photos are those where you "catch them" in the act rather than posed photos with completed work. Unless you are documenting participation only, group photos of children in a group activity such as a fire truck visit or sitting and listening to a story does not demonstrate the acquisition of any skill/behavior.

**What are appropriate matrices for assessment documentation?**

Matrices are to be used for easily observable, predictable behaviors/skills that can be assessed without asking the child questions. The reader should be able to clearly tell from the description why a matrix was used as documentation for an indicator. For example, rather than a general statement that the children follow classroom rules, a more appropriate matrix would be that on a certain date, the children clean up after center time. They are especially helpful when introducing/reviewing a skill most children in the Pre-K class can achieve. Matrices are to be developed in advance as part of lesson planning and if not entered online are to include the children's names, domain(s) being observed, the date and a description of the predictable skills or behaviors.

## Reports

**What are and where do I find the Class Rating and Class Profile reports?**

You find the class ratings and class profiles under the section "**Group Reports**". These reports reflect the ratings marked on the developmental checklist and must be printed or saved to your computer's desktop after preliminary ratings are done. You, as a teacher, must decide which report to use and which report will best help plan instruction for your class, small group and individual students. This is the purpose of the class ratings and class profiles.

**What is and where do I find the completed checklist?**

When you finalize the checklist at the end of the fall and spring semesters under the section "**Guidelines and Checklists**", this becomes the completed checklist. To print the completed checklist look under "**Teacher File**" section for the completed checklist. This version is shorter and requires less paper to print.

**Which form do I use for the summary report?**

Use the **narrative** summary report. First create a "class template" which includes comments generic to the class. Then individualize the narrative report by adding comments that relate specifically to the child. You can also drag and drop observation notes to the comment section at the bottom of each domain on each child's checklist that will then transfer to the narrative summary page for your use. Remember every domain must have a comment.

## Other Questions

### **If a new student enters my classroom, how do I enter that student to my class roll?**

Before entering a new student, contact [prekassessment@decals.ga.gov](mailto:prekassessment@decals.ga.gov) to see if that student was enrolled at another WSO site. You will need to provide the student's full name and date of birth. If the student was enrolled, his/her data can and will be transferred to your class; therefore, you will have data to continue assessing and planning for the individual child.

If the student was not at a WSO site, you will be asked to enter the student the same way you entered your students at the beginning of the year. Go to the **"Your Accounts"** section and enter the student information.

### **If a student leaves my classroom, how do I delete the student from my class roll?**

You do not delete the student from your roll. Instead, select the **'Your Account'** tab and go to **'Manage Students'**. Click the box next to the student's name and then select **'Archive'**. By following this procedure, the student's data will be transferred if he/she enrolls at another Pre-K site which uses WSO.

### **How do I reset my password?**

Click on the "Forgot password" link on the WSO login page and you will be sent an email where you can enter a new password.

### **How do I know whether to contact Pearson's Technical Support or whether to contact [PreKAssessment@decals.ga.gov](mailto:PreKAssessment@decals.ga.gov) for help?**

You should contact [PreKAssessment@decals.ga.gov](mailto:PreKAssessment@decals.ga.gov) for help if you are unable to login, when you have you have new students enroll during the year, or if a teacher moves/leaves the class. If you have general questions about the Georgia Pre-K Assessment process, you should contact the Assessment Coach assigned to your program. Contact Pearson directly (via the link under the 'Support' menu) for any computer issues, internet issues, if you experience problems in uploading photos, or have general navigation questions about WSO menus.

### **Where can I find the Work Sampling Online User's guide and the PowerPoint used in WSO training?**

When you click on the Support tab on WSO, choose the User's Guide link to download the guide. This guide is very helpful in reviewing appropriate implementation. The PowerPoint from WSO training can be found at <http://www.decals.ga.gov/Prek/PreKChildAssessmentProgram.aspx>

### **How do I use the "+" located on the developmental checklist?**

The "+" will show you what data has been entered online to support your ratings for that indicator. Be sure to look at the "+" to see if you have entered any supporting documentation before marking an indicator. Remember an indicator may not be rated unless documentation supporting it has been collected and/or entered online.

The "+" will also show examples of appropriate types of documentation. Your entries should be similar

to the examples.

### **What and where are the reproducible masters?**

Look under the “**Documentation and Planning**” section to locate them. Masters can be customized for the students in your class. These forms may assist you in collecting notes to ensure you have sufficient data for each child. These forms are not required but provide you with another tool.

### **Why are the children assessed twice a year? Why not once a year?**

Children grow and change at different rates. Their growth often occurs quite rapidly. Only by noting a child’s specific performance at one point in time can you accurately assess the child’s progress later. We assess twice a year so that the child’s profile of skills and knowledge in one collection period can be compared with her profile in an earlier period. This facilitates assessment of progress and provides a chance to record change in performance.

### **Where do I begin in assessing the children?**

Begin with those behaviors/skills that are easily observable. Some of the Indicators in the Personal/Social, Language and Literacy (Speaking and Listening) and Physical Development and Health domains can be assessed the first weeks of school.

### **How can I ensure all 55 indicators are rated during a rating period?**

Child assessment should be purposeful, not accidental. Teachers should plan and collect one type of assessment documentation (photos, work samples, matrices, observational notes) each day. For example, the teacher might take photos outside one day for Physical Development and Health, use a matrix another day during group music, collect work samples of children’s artistic responses to a story they have heard in small group, and record observational notes another day during center time focusing on Personal and Social indicators. Later in the rating period, the teacher can look for those indicators that have yet to be rated for many of the children and plan activities where data can be collected.

### **Once I have a rating for a child, am I done with assessing that child for that rating period?**

No, the first rating helps establish a baseline and plan what type of activities should be planned next. An indicator rated “Not Yet” lets you know the child may need some prerequisite or basic activities, while a rating of In Process calls for reinforcement and a rating of Proficient would suggest the child is ready for the types of activities suggested for five-year olds in the Omnibus book.

### **How can I document a child as “Not Yet”, when I cannot document anything negative?**

There is a difference between being negative and factual. Notes should record what you saw and what you heard (the facts) without judgment. An example of a factual note would be, “When asked to come to circle time, Emma stomped her foot and said, “No!”, whereas a negative note would be “Emma refused to come to circle time.”